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ABSTRACT

This appendix to the 14 facilitator guide modules allows for greater accountability in the training effort by providing additional and/or expanded evaluation procedures. Various suggestions for collecting evaluation information are listed for each module so that the facilitator can have flexibility in the selection of evaluation procedures. Techniques suggested include evaluator observations, participant self-evaluation, and participant quizzes. It is not anticipated that all procedures described will be used. An overall questionnaire to be administered toward the completion of the workshop is also included. Guidelines on how to pull all evaluation information together and how to report such information are described. (NEC)

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APPENDIX A

Research and Development Series No. 149P

FACILITATOR'S GUIDE TO STAFF TRAINING FOR THE *RURAL AMERICA SERIES*

EVALUATION PROCEDURES AND MULTIPLE DAY WORKSHOP QUESTIONNAIRE

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Cooperative Rural Career Guidance System

RC016407

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- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

Research and Development Series No. 149P

FACILITATOR'S GUIDE TO STAFF TRAINING FOR THE *RURAL AMERICA SERIES*

APPENDIX A: EVALUATION PROCEDURES AND MULTIPLE DAY WORKSHOP QUESTIONNAIRE

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FOREWORD

The National Center for Research in Vocational Education has been actively developing materials for the special guidance program needs of rural and small schools since 1975. During the ensuing period, a 16-volume set of career guidance program materials for rual and small schools entitled the *Rural America Series* was produced. The development and original production were funded by the U.S. Office of Education, Bureau of Occupational and Adult Education, Part "C," Vocational Education Act of 1963 as amended Research Legislation. Since its completion, the *Rural America Series* has enjoyed widespread national distribution with over 1,200 sets now in the field. In 1976-1978 the National Center in conjunction with Northern Michigan University was funded to test the planning process contained in the Series and to develop several supplemental materials.

One such supplement is the *Facilitator's Guide to Staff Training for the Rural America Series.* It consists of 18 separate modules of which this document is one. The *Guide* is designed to assist state department of education personnel, guidance supervisors, and guidance counselors in training others to understand and utilize the *Rural America Series.* Each module of the *Guide* may be used independently or collectively in staff development activities. All parts of the *Guide* have been thoroughly tested in statewide workshops sponsored by the states of Florida, West Virginia, Ohio, Illinois, Iowa, Arkansas, Kansas, Washington, Idaho, Wyoming, and the territory of American Samoa. Each workshop was carefully evaluated and suggestions from workshop participants were used to modify and improve the *Guide.*

This appendix to the *Guide,* "Evaluation Procedures and Multiple Day Workshop Questionnaire," allows for greater accountability in the training effort by providing additional and/or expanded evaluation procedures for numerous modules. In addition the multiple day workshop questionnaire, if utilized, will provide the facilitator with feedback designed to allow that individual to tailor future presentations to better meet the needs of trainees. These evaluation procedures when combined with the other parts of the *Guide* should become valuable assets for the staff development of rural and small school counselors and educators as they plan, implement, and evaluate career guidance programs for their students.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

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APPENDIX A

Workshop Evaluation

Introduction

Why should a workshop be evaluated? There are many reasons for evaluating a workshop. One major reason is to provide the agency that funded the workshop with information about its success or failure. The workshop facilitators should be accountable to those who provide financial support. It is also important to be able to provide information to school administrators, board members, and other school personnel on the effectiveness and success of the workshop.

Another reason for obtaining data is to find out how the workshop can be improved. This type of data can be gathered throughout the workshop and applied immediately if appropriate. In addition, it is useful to the facilitators if they conduct similar activities at a later point in time.

Workshop evaluation is an important activity that is unfortunately often neglected. Many times the only means provided for evaluation is some type of quickly constructed questionnaire that is administered as people are walking out the door. This type of evaluation may not be too reliable since participants might not express their true thoughts due to such factors as fatigue and desire to leave the building. Also many times a hastily constructed questionnaire will not measure what it is intended to measure.

In order to eliminate this type of haphazard evaluation activity, data on the success of the workshop and on how to improve the workshop should be collected throughout in a predetermined, systematic manner. Time should be spent on deciding what portions of the workshop should be evaluated, the techniques that will be used to obtain the evaluation data, and who will conduct the evaluation.

Various suggestions for collecting evaluation information are provided for each module so that the facilitator can have flexibility in selection of evaluation procedures. It is not anticipated that all of the procedures described will be used.

The overall questionnaire that covers the total workshop is one procedure that should be considered since it provides some data for all modules. If additional evaluation data were collected on at least 50 percent of the modules, there would be enough supplementary data to validate the overall questionnaire.

It is suggested that evaluation procedures which call for a review of materials produced as a part of module's activities, e.g., list of planning committee members, list of behavioral objectives, be highly considered as products to include in the workshop evaluation report. The reason for this is twofold—(1) these types of activities require no additional time to conduct since they are built into the module instructional time, and (2) they reflect the necessary skills related to the concept(s) presented in the module. Also, this and other evaluative data do not need to be tabulated or analyzed until after the workshop is completed.

If a facilitator is going to conduct a workshop more than once, he/she could use different procedures each time.

Prior to the workshop it has to be decided who will be responsible for conducting the workshop evaluation. The following three types of persons or a combination thereof should be considered as ones to do the evaluation.

1. Member(s) of the workshop staff.

2. Representative(s) of the agency that is sponsoring the workshop.

3. Third party evaluator(s); person(s) brought in from the outside who has no vested interest in the workshop.

Within the next section there are procedures for evaluating each of the 14 modules in terms of how successful they were. The procedures provided for each module pertain only to techniques that can be used during the time the module is presented.

An overall questionnaire (Attachment I) is provided as one means of obtaining evaluation data. This questionnaire broadly covers all of the modules and is designed to be administered towards the completion of the workshop. Therefore, it will not be referred to in the module evaluation descriptions even though this technique should be considered in relation to all modules.

Another portion of evaluation that is not described for each module is finding out how to improve workshop techniques and conditions. Periodically, a small amount of time should be set aside to ask participants about how they think the workshop is progressing and how they think it could be improved. The facilitator could approach this type of evaluation with such statements as "The small group activity is not attaining the results we had hoped for. The discussions do not stay on the topic and there seems to be general disarray. Do you agree with this and how might we improve the situation for future small group activities?" If a majority of the participants agree on something that might improve the remainder of the workshop, the facilitator should attempt to make the improvement.

It is suggested that this sort of questioning take place after every third module, but it can occur whenever you sense that the participants might have a concern about workshop operations.

In Table I a quick overview of the evaluation procedures for the 14 modules is presented. Procedures for the individual modules then follow. The conclusion of this section briefly describes how the information can be pulled together and reported.

Reporting of Information

Once the data have been collected and tabulated, a report that summarizes this information will need to be developed. This brief section contains a description of what should be included in an evaluation report. This description assumes that the overall questionnaire was used and that not necessarily all of the individual module procedures were used. If your procedures differed, you will have to modify your report accordingly.

A general introduction should be included. It would consist of a brief description of the purpose of the workshop, when it occurred, and who participated. Also, mention of how the remainder of the report is structured, is helpful.

Table I

OVERVIEW OF EVALUATION TECHNIQUES

Module Number	Module Description	Questions to be Asked	Data Collection Technique
1	Overview of the concept of career development in the rural setting	1. Did participants gain a greater understanding of career development? 2. Did participants develop a theoretical base for a career guidance and and counseling program?	Evaluator observation Participant self-evaluative survey
2	An introduction to the planning process and initial planning	1. Did participants gain additional insights into the need for community involvement in comprehensive career guidance and counseling program planning? 2. Did participants gain understanding of and skills for carrying out initial program planning?	Evaluator observation of products generated in the workshop
3	Description of how to assess students' career development needs	1. Did participants gain the necessary understandings and skills for conducting a local needs assessment?	Participant quiz
4	A session on how to write behavioral and program objectives	1. Did participants gain a greater understanding of how to write behavioral and program objectives?	Evaluator observation of products generated in the workshop
5	Description of how to assess local resources and introduction to documents that describe material resources	1. Did participants gain a greater understanding of how to conduct a resource assessment? 2. Did participants learn of different types of available resources?	Participant quiz Evaluator observation of how well participants can use the handbooks described in the module
6	Presentation of career guidance practices that can take place in the home, school, and community	1. Were participants able to identify career guidance practices for home, school, and community? 2. Were participants able to incorporate appropriate components into a plan for a career guidance practice?	Evaluator observation of products generated in the workshop
7	Presentation of the concept of individualized career counseling	1. Did participants gain an understanding of the five counseling services?	Evaluator observation
8	Presentation of elements of a placement program	1. Were participants able to identify feasible activities which they could use in a placement program?	Evaluator observation

Table I—*Continued*

Module Number	Module Description	Questions to be Asked	Data Collection Technique
9	Discussion of staff development activities that relate to a career guidance program	1. Did participants gain a greater understanding of the role of staff development in a career guidance program?	Evaluator observation of products generated in workshop
10	Presentation of some community relations and involvement strategies	1. Were participants able to identify community relations and involvement strategies that are useful for them?	Evaluator observation of products generated in the workshop
11	Presentation on ways of changing adults' perceptions toward career development	1. Were participants able to identify ways of changing thinking in the affective domain?	Evaluator observation
12	Presentation of the concept of evaluation in the planning and implementation phase	1. Did participants gain a greater understanding of the concept of evaluation?	Evaluator observation of products generated in the workshop
13	Overview of the concept of formal and informal cooperative agreements between the schools and business, industry, and labor	1. Were participants able to generate a draft of a formal cooperative agreement?	Evaluator scoring of written cooperative agreements completed by participants
14	Review and analysis of the reports and plans of nine school districts involved in the field test of the *Rural America Series*	1. Did participants gain a greater understanding of how to implement the planning process contained in the *Rural America Series?*	Evaluator observation of participant involvement during module activities Workshop follow-up questionnaire

A summary of the results from the overall questionnaire is presented next. This aids in providing an overview of the success of the workshop. The results of each of the major questions can be presented in summary form first and then in a table where appropriate.

After the description of the overall evaluation results, data on specific modules would be provided. Within this portion of the report there would be a summary of information collected on each module. A brief description of the evaluation procedure followed, would be followed by a description of the results plus an appropriate table or chart.

The last section of the report would contain a conclusion and any appropriate recommendations.

Overall caution—Throughout the evaluation procedures there are activities in which the participants turn in to the facilitator materials which they have developed. It needs to be emphasized that the purpose for collecting those materials is to evaluate how well the workshop is conveying the concepts and not to evaluate individual participants.

Module I—Understanding the Need

Evaluation data for this module could be secured at two points in the module.

During the profile group discussion activity, the facilitator could observe how well participants are able to point out the important aspects of the studies. Each small group will report to the total group the nature of the problem and the problem resolution in its profile. The facilitator could record on an observation form (Attachment II) whether or not the points mentioned by the groups correspond to those on the form.

At the completion of the module, the participants could be given a self-evaluative study (Attachment III). The survey consists of a series of statements about career development in the rural setting. The participants would rate how well the workshop assisted them in gaining a greater understanding of the topics presented. The rating would be done on a five point scale ranging from "Very Useful" to "Not Useful." After the forms are turned in, the facilitator would tabulate the responses and place them on a summary sheet (Attachment IV).

One standard for determining whether or not the module is successful would be that at least 60 percent of the participants correctly selected the important points in the case studies. Another standard would be that at least 50 percent of the career development topics received a 3.5 average rating or higher.

Module II—The Planning Process—Initial Planning

Evaluation data that determine how successful the module was can be obtained at two points in the module. In one activity, participants individually generate lists of people in their communities who would be on the planning committee. By reviewing these lists the evaluator can decide whether the participants understand that there should be widespread community involvement in planning. At the completion of the activity, the lists would be collected and copied with the originals being returned to the participants. The lists could then be reviewed to ascertain whether there were (1) the appropriate number of persons on the committees and (2) the proper distribution of types of people on the lists. A minimum of five and a maximum of ten individuals representing the school

personnel, students, parents, and other community members must be listed. If the majority of participants had the correct composite of people listed as members of the planning committee, this portion of the module would be considered successful.

Another time when evaluative data could be collected is during the large group activity in which participants combine input for planning the initial activities of a career guidance and counseling program. During the activity in which planning activities or tasks are put in a structured format, the facilitator will observe the type and amount of input provided. A checklist (Attachment V) could be useful in collecting this data. If participants are able to provide appropriate suggestions for at least four tasks, this aspect of the module would be considered successful.

Module III—Needs Assessment

The evaluation data for this module could be obtained partially by providing the participants a brief quiz at the end of the module presentation. This quiz (Attachment VI) can also serve as a reinforcement tool for the needs assessment procedure that is presented in the module. After the participants have completed the quiz, they would give it to the facilitator for review. The facilitator would then check the participants' responses against the correct responses (Attachment VII). Since there is a chance for simple mathematical error when people are quickly figuring averages and percentages, a 50 percent accuracy rate by at least 75 percent of the participants could be considered an adequate indicator of the success of the module.

Module IV—Behavioral and Program Objectives

A major activity in the module that can be used to collect evaluation data is the writing of behavioral and program objectives by participants. After the completion of the activity, the facilitator could collect and make copies of the objectives written by the participants. The objectives can then be analyzed on (1) how well they relate to the goal(s) for which they were written and (2) whether the proper components were included in each objective. If there are a large number of participants, a random sample of objectives could be selected for review. This procedure will eliminate a lot of review time and should provide data similar to what would be obtained if all objectives were reviewed. When the objectives are reviewed, a checklist such as the one provided in Attachment VIII could be used. If this checklist is used, each objective reviewed would be checked against the criteria given. A possible measure of success of the module could be that at least 75 percent of the objectives meet 80 percent of the criteria.

An optional way of gaining evaluation data would be to collect and review the participant handout which requires participants to identify missing parts of a number of behavioral objectives.

Module V—Resources

There are three activities in this module that could be evaluated. At the completion of the discussion on the local resource assessment process, participants complete a handout that requires a mental review of the concepts presented. The completed form can be reviewed as a part of the evaluation procedure. The facilitator would need to read the responses on the forms and make a subjective judgment on whether the participants brought out the ideas presented. If 50 percent of the participants describe the concepts presented in the discussion, the activity would be considered

successful. The evaluator could also obtain information about how well participants are able to use *Career Guidance Resources* and *Desk Reference* by observing their responses in the activities that relate to these handbooks. General observation can be made of how easily participants are able to find the answers to the questions asked in the activities. It is best to document the observations as soon as possible since there is a tendency to forget some observations. If the majority of the participants seem to understand how to use these handbooks, the activities should be considered successful.

Module VI—Career Guidance Practices

The module for career guidance practices can be evaluated through reviewing the implementation outline constructed by the participants. The activity requires participants to synthesize what has been presented in the module. Once the outlines have been completed and copies made, the facilitator will check them for how many of the elements were correctly listed and described. The facilitator will make the determination that the element listing and description are correct by checking them against the checklist provided in Attachment IX. A possible measure of success of the module is that at least 50 percent of the groups have at least 75 percent of the elements in their outlines.

Module VII—Counseling

The module on counseling has a heavy emphasis on the five services of individualized counseling. The culminating activity for this module could be used as a means of obtaining evaluation data. The participants are divided into five groups and each group is assigned a service to think through. They then report on three steps that could be taken to begin making the counseling program more effective in relation to the services. The facilitator could observe whether the participants presented appropriate steps. Because the potential steps are so numerous; they are not listed in any type of checklist. This necessitates that the person doing the evaluation be someone who is familiar with all five services (the presentator of the module would be a possible choice). The observation sheet provided in Attachment X can be used to facilitate recording data. A possible measure of success of the module could be that 60 percent of the groups had appropriate ideas for two-thirds of their steps.

Module VIII—Placement

Within the placement module, participants take part in a small group activity. Each of the five small groups analyzes one element of a placement program. They then report to the large group activities that could be conducted to assist in implementation of the element examined. The evaluator could observe whether the participants presented activities that relate to the appropriate element of a placement program. The evaluator would need to be familiar with the elements in order to make adequate judgments.

A possible measure of success of the module could be that 60 percent of the groups mentioned at least two appropriate activities.

Module IX—Staff Development

The module on staff development does not contain specific activities that could serve as a means of collecting evaluation data, but a general attitudinal survey (Attachment XI) could be administered

to provide information on how receptive participants were to the ideas presented in the module. Once the participants have completed the survey, the results need to be tabulated. They can be tabulated on the basis of the percentage of participants who responded to each category of the rating for a statement. For example, the tabulation for the first statement could appear like the following.

NONE	SOME	MUCH	VERY MUCH	NO RESPONSE
0%	2%	60%	28%	0%

When this tabulation procedure is used, the standard for success of the module could be that all of the items have at least 75 percent response in the "MUCH" and "VERY MUCH" categories.

Module X—Community Relations and Involvement

This module describes strategies for developing school-community relations. As a culminating activity in the module, participants (in small groups) develop a communication piece. The outcome of this activity could be examined to obtain evaluation data. The facilitator would review the news releases against a checklist (Attachment XII). If at least 75 percent of the groups have 80 percent of the elements in their news releases, this portion of the module should be considered successful.

Module XI—Community Perspectives Toward Career Development

This module deals with ways of overcoming what might be viewed as negative perception sets, i.e., seeing what one wants to see as opposed to what is. During the module presentation, participants are asked to discuss how attitudes can be changed through experiential learning. A procedure for evaluating the success of the module would be to observe the participants during the discussion of attitude change. If at least 33 percent of the participants made positive comments towards the concept of changing attitudes of adults the module would be considered successful. The percentage of acceptable response is low due to the particular content and nature of this module. Meaningful, long-term effective change would require a great deal more time than is allotted to this module.

Module XII—Evaluation

After a presentation of aspects of conducting an evaluation, participants are requested to develop preliminary matrices for the evaluation of the planning and implementation phases of a staff development program. The evaluator can examine the matrices to determine if they contain the appropriate components (e.g., list of decision makers, evaluation questions, ways of obtaining evaluation data, and a list of who should receive evaluative information). The module would be considered successful if at least half of the groups had completed the matrices in a manner similar to that outlined in the presentation.

Since the matrices presented in the text of the module were moderately complex the evaluator has to exercise his/her subjective judgment when evaluating the matrices produced by participants. Therefore, the evaluator is encouraged to generate a minimum list of appropriate components for matrice entries against which to compare participant generated materials.

Module XIII—Cooperative Agreements with Business, Industry and Labor (BIL)

In this module the participants, in small groups, generate a formal (written) cooperative agreement. Given the time constraints of the small group activity they may not be able to complete the activity but rather may generate an outline of the content and structure of their cooperative agreement. The evaluator should use the scoring format given in Attachment XIII to rate the agreements generated by participants. The initial components of the agreement are given higher weights than the latter ones due to the time factors. As a standard of judgment all groups should satisfactorily attain at least a 70 point rating on their agreements. Partial points may be given for the partial completion of a section of the agreement.

An alternative here could be to give the criteria to the groups and ask them to self score their agreements.

Module XIV—Case Studies

By nature Module XIV is an exploratory one that encourages participants to look for problems and issues in case study reports generated by *Rural America Series* field test sites. It gives participants an opportunity to compare and analyze case studies with regard to how applicable they might be to their local schools. While it is possible to observe the degree of participant interest and involvement in the activities, there is a need to incubate the ideas and concepts of the module. And it is important to note that the case studies are, in reality, a summary of many other sections of the *Rural America Series*.

Therefore, as indirect measure of the module and a direct measure of the total workshop it is recommended that a follow-up of the workshop be conducted which focuses heavily on the implementation of workshop concepts. To that end Attachment XIV was designed as a sample of a generalized follow-up questionnaire. An instrument such as this can easily be used to assess module and workshop impact over time.

ATTACHMENT I

Overall Questionnaire

The questionnaire that is provided at the completion of the workshop requests participants to indicate (1) how well the workshop assisted them in gaining a greater understanding of the concepts presented; (2) the success of materials, procedures, and organization used; and (3) what they liked least and most about the workshop.

The data obtained from the questionnaire can be tabulated and summarized by determining the percentage of participants who responded to each level of the rating for each appropriate question. The data obtained from this questionnaire can be used to reinforce the data collected throughout the workshop.

RURAL AMERICA SERIES

Workshop Questionnaire

Name _____ Title _____

Institution _____ Address _____

Telephone _____ _____

Directions: Directions for responding to this brief questionnaire are given with each specific question. Your responses will be used to revise workshop materials and to improve the workshop structure.

1. On the left indicate the degree to which the workshop assisted you in gaining the understandings and skills listed below. On the right, for those understandings and skills that you marked as "None" or "Some" provide brief comments as to how the workshop or workshop materials might be improved.

Degree of Workshop Assistance				Understandings/Skills	Comments
NONE	SOME	MUCH	VERY MUCH		
1	2	3	4	Increase understanding of career development and related student problems.	
1	2	3	4	Develop skills in initial guidance program planning.	
1	2	3	4	Establish a wide base of home-community-school support for career guidance.	
1	2	3	4	Assess career development needs of students.	
1	2	3	4	Translate local data based goals into behavioral objectives.	
1	2	3	4	Formulate program objectives from local goals.	
1	2	3	4	Identify available career guidance resources, e.g., community, state, national.	
1	2	3	4	Establish an effective career guidance resource management system.	

Degree of Workshop Assistance				Understandings/Skills	Comments
NONE	SOME	MUCH	VERY MUCH		
1	2	3	4	Develop guidance program activity options for home, school and community settings.	
1	2	3	4	Increase understanding of counseling strategies and means for planning their implementation.	
1	2	3	4	Increase understanding of placement strategies and programs.	
1	2	3	4	Select or develop staff development techniques appropriate for program implementation.	
1	2	3	4	Select and implement community involvement techniques appropriate for local career guidance program planning.	
1	2	3	4	Evaluate the progress of program planning.	
1	2	3	4	Determine and utilize community attitude/value information for program development.	
1	2	3	4	Assess the effectiveness of a comprehensive career guidance program.	
1	2	3	4	Increase understanding of the ways in which cooperative agreements between the school and business, industry, and labor are implemented.	
1	2	3	4	Increase understanding of the ways in which rural and small schools have used the planning process of the *Rural America Series.*	
1	2	3	4	Increase understanding of how to use the handbooks in the *Rural America Series.*	

2. To what extent were the following materials/procedures successfully used in the workshop. For those materials/procedures that you marked as "Unsuccessful" or "Slightly Successful" provide brief comments as to how they might be improved.

Success				Materials	Comments
UNSUCCESSFUL	SLIGHTLY	MODERATELY	VERY SUCCESSFUL		
1	2	3	4	Transparencies	
1	2	3	4	Participant Materials	
				Procedures	
1	2	3	4	Lecture Presentations	
1	2	3	4	Small Group Presentations	
1	2	3	4	Small Group Work Sessions	
1	2	3	4	Role Playing Sessions	
1	2	3	4	Individual Work Sessions	
1	2	3	4	Large Group Laboratory Sessions	
1	2	3	4	Question and Answer Sessions	

3. The following questions refer to the organization, structure, pacing and facilitating aspects of the workshop. Indicate your response on the left and provide, if appropriate, comments on the right.

Degree of Success				Question	Comments
VERY LITTLE	LITTLE	MUCH	VERY MUCH	To What Extent Was (Were)	
1	2	3	4	Workshop organization logical in terms of the flow of ideas?	
1	2	3	4	Important concepts reinforced?	
1	2	3	4	The mix of activities helpful in maintaining interest?	
1	2	3	4	Enough time provided for beginning to develop your own district plans?	
1	2	3	4	Enough assistance provided by the workshop staff for your individual and small group work?	

4. Were there workshop topics (other than those you've already identified) where the presentation or coverage was either "Too Skimpy" or "Too Heavy"? Please identify the topic(s) and explain your perceptions or provide constructive suggestions for improvement.

"Too Skimpy" Topic(s)?	*Explanation*
(Already identified/not applicable check (✓) ☐)	

"Too Heavy" Topic(s)?	*Explanation*
(Already identified/not applicable check (✓) ☐)	

5. Indicate those aspects of the workshop that you *liked most* and those that you *liked least.*

Liked Most	*Comments*

Liked Least	*Comments*

6. As you begin to develop your local district plans for a comprehensive career guidance program in what areas do you feel you might need assistance?

	Need Assistance?		
	No	Perhaps	Yes
Organizing your career guidance planning committee	1	2	3
Initial district planning	1	2	3
Goal and subgoal development	1	2	3
Assessment of student career development needs	1	2	3
Determination of district priorities	1	2	3
Behavioral objective development	1	2	3
Program objective development	1	2	3
Resource assessment and management	1	2	3

	Need Assistance?		
	No	Perhaps	Yes
Guidance program plan development	1	2	3
Counseling program development	1	2	3
Placement program development	1	2	3
Staff development	1	2	3
Program evaluation	1	2	3
Cooperative agreement development	1	2	3
Other, please specify			
_____	1	2	3
_____	1	2	3

7. SUGGESTIONS: Please provide any suggestions or comments that you have for improving the workshop, workshop materials, etc.

Thanks for your help.

ATTACHMENT II

Observation Form for Profiles

Each small group was assigned a profile. When the small group leaders report to the total group on the nature of the problem and problem resolution, check whether the points listed below for the appropriate profile were mentioned in some form.

	Was the Idea Mentioned? YES	NO
PROFILE I		
Nature of the Problem		
The opportunities for expansion of occupational awareness of students in rural areas is limited because of geographic isolation and junior high students need assistance in preparing for high school.	☐	☐
Problem Resolution		
Encouraging students to take an active role in planning and participating in family activities.	☐	☐
PROFILE II		
Nature of the Problem		
The attitudes and values of some students are stereotypic and are somewhat resistant to change.	☐	☐
Problem Resolution		
Group counseling activities such as role playing in which participants explore different attitudes and values.	☐	☐
PROFILE III		
Nature of the Problem		
Some students have somewhat limited work habits and limited exposure to various life roles.	☐	☐
Problem Resolution		
Involve senior citizens in school activity to expose students to a variety of life roles.	☐	☐

	Was the Idea Mentioned? YES	NO
PROFILE IV		
Nature of the Problem		
Non-English speaking students often have a lack of self-confidence.	☐	☐
Problem Resolution		
Involving class in self-awareness activity in which students express positive feelings about others.	☐	☐
PROFILE V		
Nature of the Problem		
Boredom of students causes them to turn to drugs.	☐	☐
Problem Resolution		
Teaching students various hobbies by having certain students go around to schools in the district and show their hobbies.	☐	☐

How many of the groups correctly describe both the nature of the problem and the problem resolution in their case studies? _____

What percentage of the groups is this? _____

ATTACHMENT III

Career Development Questionnaire

Please take a couple of minutes to respond to the statements below. Indicate on the scale to the left of the statement how much the presentations just given aided in increasing your understanding of the concept. The scale reads from "Very Useful" to "Not Useful."

VERY USEFUL	USEFUL	UNDECIDED	SOMEWHAT USEFUL	NOT USEFUL	
5	4	3	2	1	Some attitudes held by people in the rural areas are different than those held by individuals in urban areas.
5	4	3	2	1	The rural school has a unique set of limitations.
5	4	3	2	1	Students have a variety of career development needs.
5	4	3	2	1	Many groups and individuals have significant influence on the career development of students.
5	4	3	2	1	A variety of environmental factors influence the career development of students.
5	4	3	2	1	Individuals need to know a number of aspects about themselves and their interpersonal relations in order to become fully functioning members of society.
5	4	3	2	1	Individuals need to know or consider a variety of areas prior to planning and making decisions.
5	4	3	2	1	Individuals need to consider numerous aspects about assuming various life roles.

ATTACHMENT IV

Summary Format

The data received from the Career Development Questionnaire will need to be tabulated and summarized. After the average rating is determined, the summary could be displayed as follows:

STATEMENT	AVERAGE RATING
1. Some attitudes held by people in rural areas are different than those held by individuals in urban areas.	3.7
2. The rural school has a unique set of limitations.	4.2
3. Etc.	

The number of statements that attained a 3.5 rating or higher were _____. This is what percentage of the total set of statements _____.

ATTACHMENT V

Check whether the participants were able to provide appropriate input for the following parts of a planning guide that related to initial program planning. (Appropriate input is that which is similar to what is provided in the sample planning guide within the installation guide.)

		INPUT PROVIDED	
		Yes	No
1.	Program Goal	☐	☐
2.	Program Objective(s)	☐	☐
3.	Tasks		
	a. Description	☐	☐
	b. Person(s) Responsible	☐	☐
	c. Projected Cost	☐	☐
	d. Resources Needed	☐	☐
	e. Evaluation	☐	☐
	f. Time Frame	☐	☐

ATTACHMENT VI

1. The General Goal Valuation Questionnaire has been administered to 4 students, 6 school staff members, 7 parents, and 6 community members. The sum of their ratings from the general goal valuation questionnaire is as follows.

Goal	Students	School Staff	Parents	Community Members
1	12	29	34	21
2	10	29	34	23
3	17	26	30	22
4	11	27	27	21
5	7	25	19	17
6	10	26	28	16

Using this data, complete the following chart.

"Means from the General Goals Questionnaire"

Goal	Students	School Staff	Parents	Community Members
1				
2				
3				
4				
5				
6				

2. The populations were all given an equal weight of one and the sum of the products or goal value across the populations is as follows.

Goal	Sum of Products (Goal Value)
1	16.2
2	16.0
3	16.6
4	14.8
5	11.4
6	13.6

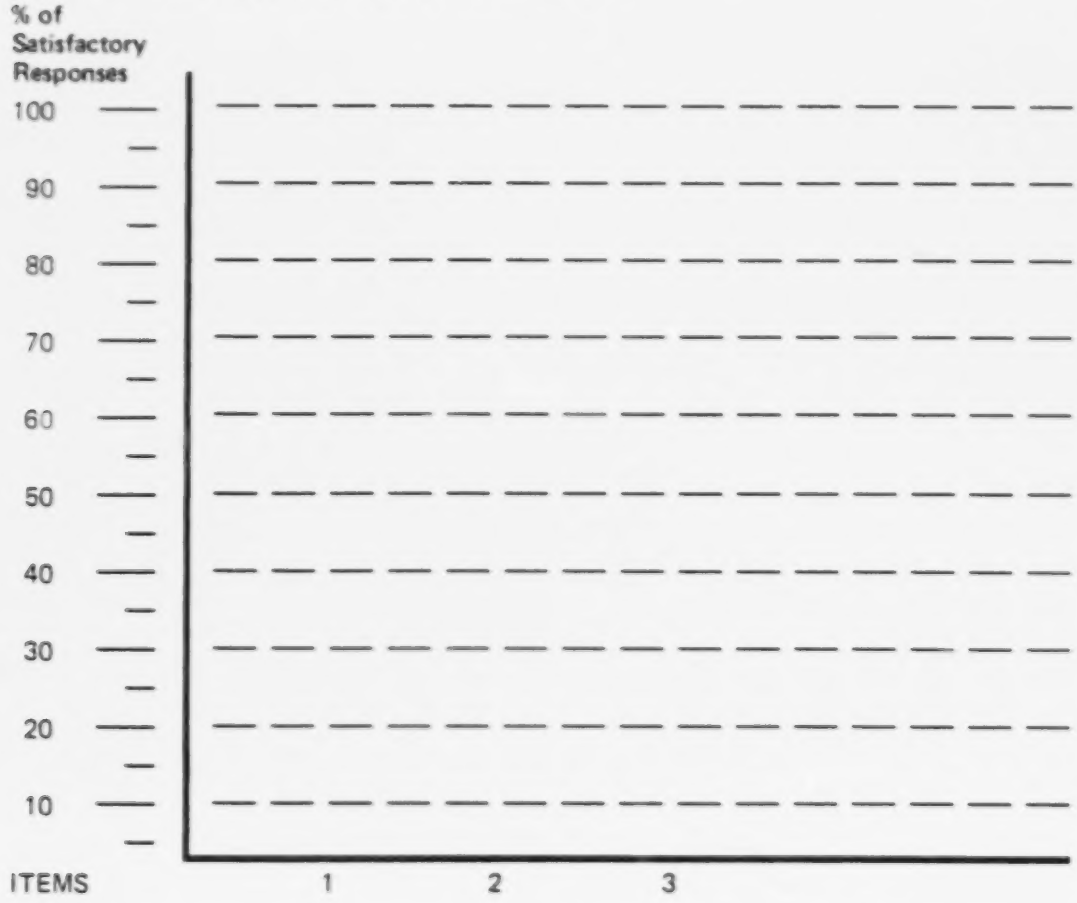
With this information, complete the list of Ranked Values for Goals.

GENERAL GOALS		
Rank	Goal No.	Value
1		
2		
3		
4		
5		
6		

3. The subgoals have been ranked and the Student Career Development Performance Questionnaire administered to 20 students. The number of respondents who came up with the correct answers for the first three items are:

Item	Number of Correct Responses
1	15
2	16
3	11

With this information, construct an achievement chart.



ATTACHMENT VII

Correct Responses

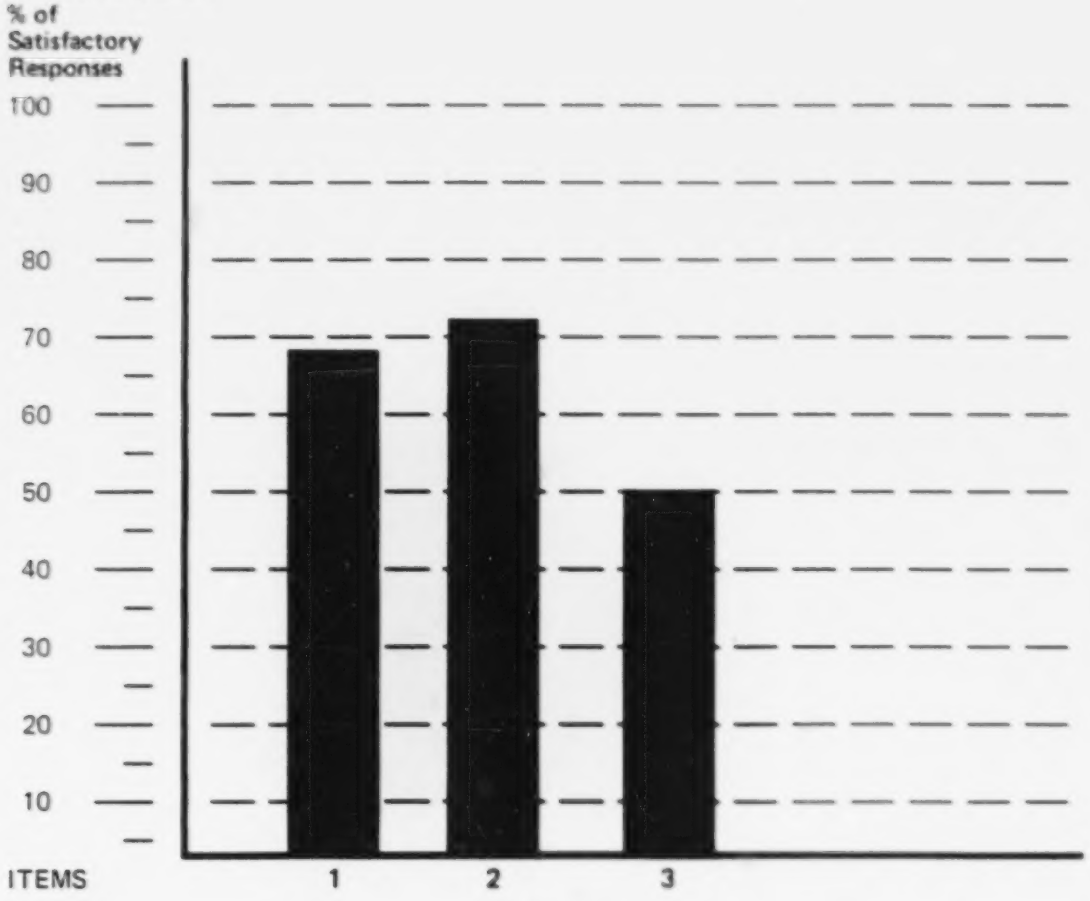
1. "Means from the General Goals Questionnaire"

Goal	Students	School Staff	Parents	Community Members
1	3.0	4.8	4.9	3.5
2	2.5	4.8	4.9	3.8
3	4.3	4.4	4.3	3.6
4	2.8	4.5	3.9	3.5
5	1.8	4.1	2.7	2.8
6	2.5	4.4	4.0	2.7

2. "List of Ranked Values for Goals"

GENERAL GOAL		
Rank	Goal No.	Value
1	3	16.6
2	1	16.2
3	2	16.0
4	4	14.8
5	6	13.6
6	5	11.4

3. Achievement Chart



ATTACHMENT VIII

Review of Objectives

Objectives	Relates to Goal	Contains Actor	Contains Behavior	Contains Condition	Contains Degree of Success
1	☐	☐	☐	☐	☐
2	☐	☐	☐	☐	☐
3	☐	☐	☐	☐	☐
4	☐	☐	☐	☐	☐
5	☐	☐	☐	☐	☐
6	☐	☐	☐	☐	☐
7	☐	☐	☐	☐	☐
8	☐	☐	☐	☐	☐
9	☐	☐	☐	☐	☐
10	☐	☐	☐	☐	☐
11	☐	☐	☐	☐	☐
12	☐	☐	☐	☐	☐
13	☐	☐	☐	☐	☐
14	☐	☐	☐	☐	☐
15	☐	☐	☐	☐	☐
16	☐	☐	☐	☐	☐
17	☐	☐	☐	☐	☐
18	☐	☐	☐	☐	☐
19	☐	☐	☐	☐	☐
20	☐	☐	☐	☐	☐
21	☐	☐	☐	☐	☐
22	☐	☐	☐	☐	☐
23	☐	☐	☐	☐	☐
24	☐	☐	☐	☐	☐
25	☐	☐	☐	☐	☐
26	☐	☐	☐	☐	☐
27	☐	☐	☐	☐	☐
28	☐	☐	☐	☐	☐

ATTACHMENT IX

Checklist for the Elements of an Implementation Outline

Element	Was It Evident in the Outline for Group									
	One		Two		Three		Four		Five	
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
Title of Activity	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Brief Description of Activity	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Career Development Goal – The career development goal or subgoal that the activity addresses was provided.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Subgoal(s) – The subgoal that the activity addresses was provided.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Behavioral Objective(s) – For each activity goal, objectives were written in behavioral terms.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Time Considerations – The length of time needed for the activity was indicated.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Prerequisite Learnings – The knowledge the students should have prior to the activity was indicated.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Teacher/Counselor Activities – What the teacher/counselor needs to do to conduct the program was described.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Student Activities – What the students need to do as a part of the activity was described.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Resources – The resources needed to conduct the activity were listed.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Evaluation – How student achievement will be measured was described in this section.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

ATTACHMENT X

Observation Sheet for Counseling Services

COUNSELING SERVICES	ARE THE STEPS APPROPRIATE	
	Yes	No
A. Individual Inventory Service Steps		
1.	☐	☐
2.	☐	☐
3.	☐	☐
B. Counseling Interview Service Steps		
1.	☐	☐
2.	☐	☐
3.	☐	☐
C. Information Service Steps		
1.	☐	☐
2.	☐	☐
3.	☐	☐
D. Coordinator and Referral Service Steps		
1.	☐	☐
2.	☐	☐
3.	☐	☐
E. Follow-Up Service Steps		
1.	☐	☐
2.	☐	☐
3.	☐	☐

ATTACHMENT XI

In the right hand column indicate how much you agree with the statement to the left. The scale for responding ranges from Strongly Agree (5) to Strongly Disagree (1).

STATEMENT	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1. The staff for a career guidance and counseling program should not be limited to teachers and counselors but should include administrators, non-professional staff, students, parents, and other community members.	5	4	3	2	1
2. The competencies for a career guidance and counseling program staff should be expanded to include such areas as planning, assessment, and evaluation.	5	4	3	2	1
3. Staff should be provided a variety of inservice activities because not everyone's needs are met through the same type of activity.	5	4	3	2	1
4. Workshops should contain a variety of techniques so that many learning styles can be included.	5	4	3	2	1
5. A career guidance and counseling program cannot be effective without a staff development component.	5	4	3	2	1

ATTACHMENT XII

Checklist for News Release

Element	Was It Evident in the News Release for Group									
	One		Two		Three		Four		Five	
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
1. Who is involved in the activity.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2. What the activity is and what aspect of the program it relates to.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3. When the activity is to take (or took) place.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4. Where the activity is to take (or took) place.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
5. Why the activity is taking (or took) place.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
6. How the activity will be (was) conducted.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

ATTACHMENT XIII

Scoring Format for Cooperative Agreements

CRITERIA	STANDARD	
Clearcut Statement of Need	10 points	
Justification of Cooperative Agreement	10 points	20 points
OBJECTIVES		
Behaviorally Stated	10 points	
Meaningful and Important	5 points	
Related to Need	5 points	20 points
LINKAGES/PARTICIPANTS		
Who Is Involved (school and community)	10 points	
Responsibilities Defined	10 points	20 points
SCHEDULING		
(Dates, times, relationship to curriculum)	15 points	15 points
FINANCIAL PROVISIONS		
Pay	5 points	
Equipment Usage	5 points	
Insurance (hazards)	5 points	15 points
EVALUATION		
Monitoring Provisions	5 points	
Impact Assessment	5 points	10 points
TOTAL		100 points

ATTACHMENT XIV

RURAL AMERICA SERIES

Follow-Up Questionnaire

Directions: Please fill in your name, institution, and other information requested below. The directions for responding are given with each specific question in the questionnaire. Your responses will be used to plan future inservice/training and other types of assistance you may desire.

Name _____ Title _____

Institution _____

Address _____

_____ Zip Code _____ Telephone _____

1. Were you able to implement an activity/idea that you obtained from the rural career guidance workshop?

   ☐ NO (go to No. 5) ☐ YES (please describe below)

2. How helpful was the workshop to you in terms of conceptualizing and implementing career guidance activities or ideas?

   Conceptualizing

   ☐ Not Helpful ☐ Somewhat Helpful ☐ Very Helpful

   Implementing

   ☐ Not Helpful ☐ Somewhat Helpful ☐ Very Helpful

   Comments:

3. How successful was the idea or activity you implemented?

   ☐ Not Successful ☐ Somewhat Successful ☐ Very Successful

   Comments:

4. Did you encounter any problems in implementing the activity/idea?

☐ NO ☐ YES (If yes, describe below)

Comments:

5. What were your reasons (e.g., time constraints, lack of interest, lack of community support) for not implementing an activity/idea from the workshop? (Briefly describe below.)

6. Have you referred back to handbooks in the *Rural America Series?*

☐ Not At All ☐ Sometimes ☐ Extensively

Comments:

7. With the passage of time what is your overall perspective regarding the utility of the *Rural America Series* and the workshop?

Rural America Series

☐ Not Useful ☐ Somewhat Useful ☐ Very Useful

Workshop

☐ Not Useful ☐ Somewhat Useful ☐ Very Useful

8. On the left indicate the degree of interest you have in the implementation of the career guidance programs listed on the following page. On the right indicate the extent to which you need further assistance or training for the specific listed item.

Interest in Implementation				Career Guidance Activity	Need for Assistance			
NONE	SOME	MUCH	VERY MUCH		NONE	SOME	MUCH	VERY MUCH
1	2	3	4	Organizing a district-wide planning committee	1	2	3	4
1	2	3	4	Initial district planning	1	2	3	4
1	2	3	4	Goal/objective development	1	2	3	4
1	2	3	4	Assessing district and student needs	1	2	3	4
1	2	3	4	Determining district priorities	1	2	3	4
1	2	3	4	Assessing and managing resources	1	2	3	4
1	2	3	4	Guidance programs and materials	1	2	3	4
1	2	3	4	Individual counseling strategies and materials	1	2	3	4
1	2	3	4	Group counseling strategies and materials	1	2	3	4
1	2	3	4	Community involvement programs	1	2	3	4
1	2	3	4	Parent involvement programs	1	2	3	4
1	2	3	4	Classroom-based guidance programs	1	2	3	4
1	2	3	4	Placement programs	1	2	3	4
1	2	3	4	Developing an overall guidance plan	1	2	3	4
1	2	3	4	Developing inservice programs	1	2	3	4
1	2	3	4	Evaluating programs	1	2	3	4
1	2	3	4	Developing cooperative agreements	1	2	3	4
1	2	3	4	Other, please specify	1	2	3	4

9. If the state department of education, counselor education institutions, outside consultants, or others were to provide increased services as listed below what would be your order of priority for the five services. (Use the numbers 1-5 only one time each with 1 being the highest priority and 5 being the lowest.)

Priority	Service
_____	• Special focus regional workshops, e.g., placement, needs assessment
_____	• Statewide seminars on major issues
_____	• Development of monographs for specialized needs
_____	• Newsletters
_____	• Extended development (materials/activities) focused workshops

10. Please provide any suggestions or comments you have.

Thanks for your help.

APPENDIX A

SUPPLEMENTS TO THE *RURAL AMERICA SERIES* (1978)

Increasing Guidance Effectiveness Through School Community Cooperation

From Idea to Action: Career Guidance Plans of Rural and Small Schools

Facilitator's Guide to Staff Training for the *Rural America Series*

RURAL AMERICA SERIES (1976-77)

Career Guidance Program Support Information Documents

- State of the Art Review
- Life Role Development Model
- Career Guidance Resources

Career Guidance Program Process Handbooks

- Planning and Implementation
- Career Development Needs Assessment
- Behavioral Objectives
- Resource Assessment
- Deciding Via Evaluation

Career Guidance and Counseling for Groups and Individuals Handbooks

- Career Counseling in the Rural School
- Desk Reference: Facilitating Career Counseling and Placement
- An Individualized Approach to Career Counseling and Career Placement
- Transitional Career Placement in the Rural School
- Career Guidance Practices

Career Guidance Program Support Functions Handbooks

- Staff Development
- Community Relations and Involvement
- Rural Community Perspectives Toward Career Development

For ordering information (individual and quantity prices) and/or in-service training technical assistant, contact:

The National Center for Research in Vocational Education
National Center Publications
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655